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PUBLISHED QUARTERLY BY THE
SOUTH AFRICAN LIBRARY ASSOCIATION
EDITED FROM P.O. BOX 1176, JOHANNESBURG

SUBSCRIPTION: 10/6 PER ANNUM SINGLE COPIES: 3/- POST FREE FREE TO MEMBERS

Vol. 8

JULY 1940

No. 1

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Contributions, Correspondence and Discussion are invited on all subjects—in Afrikaans and /or in English—within the scope of *S.A.L.*

Articles on Library problems and Bibliography, especially Africana, are solicited. The Association does not hold itself responsible for opinions expressed by contributors of papers.

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Books and Library publications, such as Bulletins, Catalogues and Reports sent for notice and review will eventually be placed in the Association's Library, P.O. Box 397, Pretoria.

Notes and News of Library Activities, Buildings and Alterations, Appointments and Retirements, are welcome.

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SOUTH AFRICAN LIBRARIES

The Official Organ of the South African Library Association

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July — 1940

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REPORT OF THE POSTPONED THIRD TRIENNIAL GENERAL MEETING OF THE SOUTH AFRICAN LIBRARY ASSOCIATION HELD AT CAPE TOWN FROM MONDAY TO WEDNESDAY MARCH 18—20. 1940

In the Hiddingh Hall

Present. There were present Mr. Percy Freer, the retiring President (in the Chair) and 47 members and delegates.

WELCOME BY HIS WORSHIP THE MAYOR OF CAPE TOWN

Extending a cordial welcome to the members and delegates, the Mayor (Cr. W. Brinton) said that as far as libraries in general were concerned, the great majority of books were published in English, but as far as South Africa was concerned, he thought that Afrikaans publications exceeded those in English. The time would come when each citizen's private library would be stocked with books in both languages.

The people of South Africa should aim at having free libraries stocked with books in both languages.

Referring to free libraries, the speaker said that at the present time there were twelve such libraries in the Union—nine in the Transvaal, two in Natal, one in the Orange Free State, but none in the Cape Province. That was rather a reflection on the Cape. The Association would have to consider the question of free libraries and try to influence both public opinion and that of local authorities.

In conclusion, the Mayor expressed the hope that their visit would be a pleasant one, that the Conference would be successful, and that members and delegates would return to their homes feeling that the discussion had been worth while.

ADDRESS BY THE ADMINISTRATOR OF THE CAPE PROVINCE

Opening the Conference, the Administrator (Capt. the Hon. Frank A. Joubert) said he brought them a message of welcome and encouragement in the noble work

they were doing. He was in sympathy with the Rural Library Service for country communities which the Association had organized, and had himself shown his appreciation in a practical manner.

Referring to free libraries, the speaker said that he was aware that there were none in the Cape Province. The Cape had a reputation for paying its way, but possibly before long they would follow the example of the North where everything must be free.

The facilities afforded by libraries were not used to proper advantage. It was unfortunate that South Africans did not read more, but they would not take the trouble nor spare the time to go and fetch a decent book. Many chose thrillers or romantic stories, but left the good books ; the beauties of these were hidden from them. It was there the Association could give a lead.

Life was too easy in South Africa, continued His Honour, with its outdoor attractions and the beauties of nature, and the pleasure afforded by good reading was overlooked. If the Association could teach them to love books they would not be so keen to blast away their mountains, to cut away trees, or despoil the flora and fauna of the veld. If there was more reading they would appreciate the beauties of nature all the more.

Nowadays young people had much to distract them ; cinemas and motor cars took them away from their homes and from their libraries. He was convinced that both the cinema and motor car could be used most fruitfully to assist them. The best books could be advertised on the screen like anything else, and the motor car could be of great service in distributing books to rural areas.

He was not sure that the quality of books had improved. We in South Africa were not only forgetting the art of conversing but also how to read. One day, with constant use of the motor car, we should forget how to walk.

Concluding, the speaker said that if the Association could lift the veil and show the people of South Africa the literary treasures hidden in libraries, and make them realize the companionship of a good book, it would have accomplished a splendid work.

The Administrator then formally declared the Meeting open.

Mr. P. Ribbink (Librarian of Parliament) proposed a hearty vote of thanks to the Administrator and the Mayor.

This was carried with acclamation.

The Chairman announced that Miss Hartmann and Mr. Thompson had been appointed Scrutineers of the ballot for the election of the Administrative Council.

The meeting agreed to the appointment.

APOLOGIES FOR ABSENCE

Apologies for absence were received from Mrs. E. O'Connor, Mr. C. Christie, Principal H. R. Raikes, and 25 others.

MINUTES OF PREVIOUS MEETING

The minutes of the previous meeting held on 9. and 10. October, 1936, were taken as read and adopted.

ADDRESS BY THE PRESIDENT

DAMES EN HERE,

Ek wou graag begin met 'n paar woorde in Afrikaans, net genoeg om vir U 'n helder bewys te gee aan watter verleentheid U verder sal ontkom. En nou sal ek dadelik my toespraak in Engels voortsit.

I want to examine some of the factors contributing to the poor esteem in which South African libraries and librarians are seemingly held by the general public. Of course its attitude varies, though we cannot find much encouragement even in the most favourable set of circumstances.

Perhaps the chief explanation lies in the fact that libraries bring no tangible revenue into our state, provincial, or institutional coffers. Whatever the reason, the fact remains that the public is lamentably lacking in any understanding of our work. And under the word "public" I would include some members of library committees. Supporting evidence of my statement is readily available. Our professional literature, if not our personal experience, is all too rich in recorded instances of the ignorance I deplore. Lest I be misunderstood let me interpose at once that the fault for this entanglement may be ours as much as anyone's.

Our vague terminology allows us to define as librarians both our poorest-paid colleague as well as the occupant of the plum position in the profession. The unfortunate widow or retired army officer in the former may couple the duties of caretaker with those of so-called librarian. And we know that he was relieved years ago by his committee of any share in book-selection.

The department of X "gives a strong lead" and transfers an officer from department Y or Z ; a municipality that shall remain nameless attracts into another cul-de-sac someone equally unfitted ; and finally a friend of a committee man knows a suitable young lady "fond of books" and withal attractive.

Clearly then the connotation in the public mind of the word "Librarian" is often far from flattering to us, and it is no wonder that the most unequal occupants of positions are popularly styled librarians.

Nor is our prestige enhanced through the unqualified use of the term "Library". The village hall, open for a few hours on Wednesdays and Saturdays, is called a library, though its entire stock consists merely of several hundred volumes of fiction and equally light non-fiction.

Not a single type of "library" is exempt : an ambitious assistant in a commercial subscription library makes the belated discovery that her three years' experience there is not recognized by the Library Association as a practical qualification.

I am not denying that from such an assortment there may sometimes emerge a really good appointment. But can we expect to enhance the profession in the eyes of the world in the face of so many misfits ? Among the patrons of each will likewise be found both the educated and the illiterate member. The latter will not use the library, either because he cannot afford to join, unfortunately, or from ignorance of its functions and resources. The former, on the other hand, must soon discover the limitations of his local "guide, philosopher and friend", when down we all go again in the public's estimation. His opportunities have enabled him to read more widely than the poor widow appointed at £5 a month to guide his reading. Or is she expected to be merely "on duty"? In whatever capacity, she carries on long

past her best but the committee has not the heart to dismiss her, till one day, overtaken by a stroke, she retires on the merest pittance available as pension. Her successor as a matter of course must accept a still lower wage, so that I dare not carry the story to its logical conclusion, unless it be to declare altogether illegal the maintenance of small, independent libraries. (Experience in the older countries has long since established the fact that the running of such a library within a community of less than 20,000 inhabitants is uneconomical.)

No doubt I am courting disaster to hold that the employment of women in libraries further aggravates the situation. Their enfranchisement, however, is still too recent for the recognition of equal pay for equal work. If we lump together all sorts and conditions of libraries we shall find women occupying an overwhelming majority of the posts, probably 70 per cent. of them. The natural corollary is that many romances will deplete our staffs, for most women must resign on marriage. To make matters worse, since imitation is the sincerest form of flattery, the bridegroom often chooses for his bride one whom we, being equally good judges, prized highly when she ran in single harness. And even if he should agree to her continuing in our service, most authorities, at present, would not.

Hand in hand with this aspect go others of an equally serious nature. This time to the profession ! I refer firstly to the consequent break in the continuity of the staff—a prerequisite of efficient library service ; secondly, owing to the low salaries offered and to the fact that the resignations occur mostly among the junior members of staff, only junior posts fall vacant.

Bearing in mind these low salaries and also the scarcity of worth-while vacancies perhaps I may be allowed here to anticipate a motion set down for later discussion, just to the extent of reading to you an extract from a recent recommendation of the Examinations Sub-committee of the Association :—

"The Committee would point out that, at the present time [Sept., 1939], it would be injudicious to qualify more than a very small number of Diplomates."

Our younger Fellows, those six men and women possessing both degree and diploma—rarely obtained, please remember, under six years—are entitled to command commencing salaries of at least £350 p.a. That most of them never do nor did, is discouraging for them as well as for the nine others who have just qualified as Associate Members on completing their Intermediate Examination.

My own point of view then is that we ourselves are depressing the market by the uncontrolled establishment of library schools and by training there more librarians than the profession can yet absorb. Added to this handicap the local candidate has to compete with others from overseas and, regrettably, with a few from outside our ranks. And should we in time wear down the objection to married women, then their retention still further reduces the number of vacancies.

The remedy is, I think, to train so few that adequate salaries alone will attract.

We have a pretty searching examinations syllabus ; we also demand Matriculation as the minimum scholastic achievement before a learner may embark upon it. No librarian to my knowledge wishes to waive either condition. On the contrary some have suggested an extension of the syllabus and the raising of the standard. And while none of us claims omniscience, and all freely admit that librarianship gives scope to anyone's highest attainments, we are equally aware that the salaries

offered are incommensurate with the qualifications and experiences demanded of, nay, actually needed by us in the exercise of our profession.

Did the printer but see our Syllabus he would at once admit us to his "chapel"; at our suggestion the binder abandoned the German for the "French joint" years before the war; the bookseller models his training on ours; and the publisher seeks our custom by every post.

It is the general public alone that denies to librarianship the status of a profession. And with the percentage of readers so low, it is not surprising that the nature of our work is misjudged.

To us are entrusted the printed records of five centuries and the manuscripts of many more. Their systematic handling for present use and their conservation for posterity imply no mean undertaking. The importance of our work deserves much greater recognition than it yet receives. Very few people seem to be mindful of the rich literary store that it has taken years to accumulate here; or of the hundreds of thousands of pounds expended in amassing it. In public and in private hands this heritage is willy-nilly neglected by many overcrowded and understaffed libraries, and fostered only by a few discerning collectors.

The public has not yet learned the importance of preservation, whether of books or of MSS. Official documents are sometimes saved, but commercial and family papers are often ignorantly thrown away. It needed the eloquent appeal of Sir William Beveridge to bring old English firms to a realization of their serious neglect in this matter.

Does the public still include among our occupations those proverbially attaching to the typist in slack moments—of knitting, or reading love romances, or sewing shirts for soldiers? Emphatically these do *not* find a place either in our syllabus or in our libraries. We suffer rather from such exorbitant demands that only supermen could satisfy them.

Is it overstating the case to assert that prevailing ignorance expects to find in one person the qualifications peculiar to a commissionaire, a clerk, a salesman, a secretary, an administrator, an information officer, a linguist, and a scholar?

Perhaps the public is not so ignorant after all. Yet I hesitate to credit it either with the interest or cupidity which must perforce exist in order to substantiate its awareness of our finding compensating though less tangible reward in the kindly acknowledgements of help expressed in many an appreciative preface, or in the nature of the work itself, which we surely undertake from sheer joy or from missionary zeal! For salary scales are mostly unattractive and remain a standing reproach to many appointing bodies, whose sins of omission further include inadequate staffing and its consequences.

Dr. Keppel has written somewhere¹ to the effect that one very useful function—I am not sure that he did not term it a major duty of a librarian—is not so much to turn author himself as to make library material available to others. The implications are then that libraries do hold such material; that we librarians are too busy otherwise to tackle it; and that by our enforced inaction we are actually arresting important research.

Within the vicious circle that confines us we run around seemingly very busy

¹ (Cf. S.A.L. 4, no. 3: 133, January 1937).

but actually accomplishing little, just dissipating our energies in performing matters of routine which probably could be better done by subordinate staff. Meanwhile we are denied the opportunities of rendering effective and legitimate services to the public itself. The Conference agenda alone provides imposing evidence of such work, and I could give considerably more.

Primarily then it is money that is needed in order to increase our staffs and services to the public, whose apathy now recoils on itself. We need the services of more scholar-officials and specialist consultants akin to those in the larger libraries of Europe and America. We need also to double our staffs of clerical assistants and of professional librarians. We want to place trained librarians in Normal Colleges and in the rural areas, whose peculiar needs deserve every attention. (I have hinted above that the small, independent library is obviously unable to attract a suitable person: it may require the introduction of a provincial or other district library service to effect any betterment there.)

General Smuts once remarked that ours is "a noble work". I should like to see it nobly recognized. The nation could make no better provision for present and future generations than by building a Union Book Repository in the veld in which to store 5,000,000 volumes of the world's literary and scientific output. Here institutions and individuals could off-load with an easy conscience and for the benefit of posterity what is out-moded or little used to-day. The public might come to view it with national pride as a treasure house of learning garnered from every land and expressed in every language.

And while helping to rehabilitate the library profession in the eyes of the public it would fittingly mark the five hundredth anniversary of the invention of typography, and remain for all time a noble memorial erected to hail the return and to foster the permanence of peace.

TRIENNIAL REPORT AND STATEMENT OF ACCOUNTS

The Chairman called for a proposer and seconder for the Report and Statement of Accounts.

Miss A. H. Smith (Johannesburg) criticized the Report; it showed a very small amount of work for three years, she said. She thought it was time the Association applied for assistance to local authorities besides the Government, and that, while they were exceedingly grateful to the Carnegie Corporation of New York for helping them to get on their feet, it was time they started doing something for themselves. It had been said that there were twelve free libraries in South Africa. Actually, only one was open at the beginning of that year. The Council should work for more truly free libraries.

It was pointed out that there was a free library in Cape Town—the Hyman Liberman Institute for Non-Europeans.

Mr. R. F. Kennedy (City Librarian, Johannesburg), proposing the adoption of the Report and Accounts, said that the Administrative Council had not met for the past three and a half years. They were aware of that deficiency, however, and had agreed to meet at least once a year. If they were to function as they should, they should meet more often than that. He suggested that members of the Council divide themselves into North and South and hold quarterly meetings, and then meet as a body in selected places once a year.

Miss G. Oppenheim seconded the adoption. Carried.

Mr. Kennedy was granted leave to bring forward a motion relating to the inclusion of advanced courses for students at vacation schools. The motion would be submitted at a later stage.

In the Commerce Lecture Theatre

BALLOT FOR ELECTION OF ADMINISTRATIVE COUNCIL

The result of the ballot was :—

President : Mr. CHARLES CHRISTIE

Vice-President : Mr. DOUGLAS VARLEY

Hon. Secretary and Treasurer : Mr. M. M. STIRLING

Council Members : Messrs. P. FREER, R. F. KENNEDY, E. A. BORLAND,
F. H. ROOKE, R. F. IMMELMAN, P. RIBBINK, D. NIVEN, Misses
G. OPPENHEIM, and P. M. SPEIGHT

The Chairman said they were greatly indebted to the Scrutineers for their work.

It was agreed to send a telegram of congratulation to Mr. Christie on his election, and in it to express condolences on his indisposition.

Professor J. P. R. Wallis (Pretoria University) read a tribute to the retiring President which was received with acclamation.

The Chairman briefly expressed his thanks. He praised Mr. Christie who they all knew would carry on most capably.

Mr. D. Niven (Southern Rhodesia) read an appreciation from Mr. Christie on behalf of the retiring Council.

LIST OF S.A. OFFICIAL PUBLICATIONS PRIOR TO UNION

In the absence of Mr. Christie, Prof. Wallis, on behalf of the Administrative Council, moved :—

“That, in view of the handicap imposed on all students of South African affairs by the absence of a complete list of South African official publications issued prior to Union, this meeting desires to impress upon the Government the importance of publishing such a compilation. The meeting suggests that the Archives Department might suitably be entrusted with its preparation and might enlist the aid of the universities and the principal libraries.”

Prof. Wallis said it was ridiculous, dishonest, discreditable, and unworthy that in a country which required above all things to be quite sure of the facts of its own past, this apathy should handicap students at every turn.

Mr. J. S. Ungerer (Union Education Department Library) seconded the motion which was carried.

Dr. Eybers also spoke.

Prof. Wallis also moved :—

“That an official list of Government publications issued during the year be published annually.”

It was proposed, seconded, and agreed to insert between “That” and “official” the words “a complete”.

Col. Graham Botha (Chief Archivist of the Union), *Messrs. I. Murray, S. J. Kritzinger*, and *Miss Rowland* also contributed to the discussion.

The motion was duly seconded and carried unanimously.

RURAL LIBRARY SERVICE IN THE TRANSVAAL

Mr. E. A. Borland (Germiston) read a paper on *Rural Library Service in the Transvaal*.¹

The following contributed to the ensuing discussion:— *Messrs. Rooke, P. D. Roussouw, Immelman, Miss Botma* and *Cr. Freeman*.

AMENDMENT TO CONSTITUTION, SECTION IV (SECTION III, REVISED EDITION)

Mr. Kennedy moved:—

“That Section IV of the Constitution be amended by the addition of the following words ‘and a member to be elected by the members of each properly constituted branch of the Association’.”

The Chairman pointed out that the section referred to should be Section III (Section IV of original edition).

Mr. Kennedy explained that in addition to the nine members now elected, each branch should elect one member to serve on the Council.

Mr. Immelman moved an amendment:—

“Of these nine, at least two are to be elected by the Cape and at least two by the Transvaal branches respectively.”

Mr. Kennedy accepted this amendment which therefore became the substantive motion.

Mr. Niven proposed as an amendment *Mr. Kennedy*’s original motion. *Mr. Stirling* seconded.

Mr. Borland moved a further amendment:—

“That each of the Union Provinces and Southern Rhodesia be empowered to appoint one representative on the Administrative Council, and that each constituted branch be entitled to appoint two representatives.”

The Chairman suggested that *Mr. Kennedy*’s original motion should stand and that the details should be formulated by the Council.

This suggestion was accepted.

Misses Smith, M. W. Shilling, Oppenheim, and *Messrs. P. C. Coetzee and Niven* also contributed to the discussion.

REPRESENTATIVES OF INSTITUTES ELIGIBLE AS COUNCIL MEMBERS

Mr. P. C. Coetzee (Librarian, Pretoria University) moved:—

“That persons representing in official capacity societies that hold institutional membership of the Association be allowed to be eligible for election as council members and office-bearers of the Association and its branches.”

¹ Held over.

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The mover read the motion in Afrikaans which gave the word "Institutes" in place of "Societies".

Miss Smith said the motion fell away as it was covered by Paragraph 2 of the Constitution (1930).

The Chairman remarked that there was some doubt about the interpretation of the clause.

On being put to the vote, 12 votes were cast for and 12 against the motion which was thereupon re-opened for discussion.

Cr. Freeman maintained that as there had been an equality of votes, the motion should be allowed to lapse.

This was agreed to.

Messrs. Stirling, Kennedy, Coetzee, and Dr. Eybers also spoke.

LEGISLATIVE POWER VESTED IN CONFERENCE

Mr. Coetzee moved :—

"That the legislative power of the South African Library Association be vested in the Conference and that its resolutions affecting policy have authoritative power on the Administrative Council."

Mr. Roussouw seconded.

Dr. Eybers (Government representative) observed that if one said that the "legislative power" be vested in the Conference it would seem to mean that the Administrative Council would have no legislative power. He suggested the substitution of the words "supreme power" and the deletion of the words "affecting policy."

On the suggestion of *Mr. Borland* it was decided to take the motion in two parts, the first part ending at "Conference".

Mr. Coetzee accepted *Dr. Eybers*' amendment.

The first part of the motion was agreed to as amended.

Dr. Eybers moved the second part of the motion reading :—

"That its resolutions have authoritative power on the Administrative Council".

Mr. Borland seconded.

On being put to the meeting, this motion was lost.

Messrs. Stirling, Freeman, Kennedy, Prof. Wallis, and Miss Elliott also contributed to the discussion.

PROVISION FOR INCREASE IN LIBRARY SERVICES DURING THE WAR

Prof. Wallis (on behalf of *Mr. Christie*) moved :—

"That the Union Government, the Provincial Administrations, and other library authorities be urged to make timely provision for the inevitable increase in library services during wartime."

Mr. W. G. Griffiths (Benoni) seconded, and proposed a motion of his own, reading :—

"That the Conference recommends that all libraries in South Africa act as receiving depots for books donated by the public for distribution to the various soldiers, sailors, and nurses, for transmission to the headquarters of the several district commands."

The two motions were taken separately.

Mr. Christie's motion was carried.

Mr. Griffiths' motion, seconded by Mr. Borland, was accepted.

Mr. Niven also spoke.

LEAD BY GOVERNMENT IN LIBRARY DEVELOPMENT

Mr. M. M. Stirling (State Library, Pretoria) moved :—

"That this Association will be grateful if the Union Government will give the strong lead, recommended by the Inter-departmental Committee on the Libraries of the Union of South Africa, in an endeavour to bring South Africa abreast of the rest of the civilized world in library development."

Prof. Wallis seconded the motion which was carried.

AMENDMENT TO CONSTITUTION, SECTION V (i)

Miss G. F. Elliott moved :—

"That Section V (i) of the Constitution be amended to read as follows : 'General meetings of members of the Association shall be held once in every year at such time and place as may be prescribed by the Administrative Council'."

Miss H. M. Austin seconded.

Mr. Stirling said the idea was excellent in theory but impossible in practice on account of all the extra work and expense.

Miss Shilling suggested that the extra work could be done by an assistant secretary.

Miss Hartmann and Mr. Kennedy said that an annual meeting would give the young people a chance of making contact with delegates and members from others areas.

Miss Elliott remarked that an annual Conference did not necessarily mean an annual election. This would obviate the expense of election and voting papers.

On being put to the meeting, 17 voted for and 12 against.

Mr. Stirling called for proxies.

This resulted in the motion being lost by 71 votes to 45.

Mr. Murray, who objected to this method of decision, asked that the Council in consultation with the branches, be instructed to consider favourably the whole question.

This was agreed to.

The next motion on the Agenda, dealing with the manner of electing the Council if it was decided to hold a yearly Conference, fell away in view of the decision on the previous motion.

ANNUAL VACATION SCHOOL IN DIFFERENT CENTRES IN ROTATION

Miss A. H. Smith moved :—

"That this Conference is of opinion that the annual vacation school should be held in different centres in rotation."

The speaker said that what they wanted was a school where they could train as many as possible with the least expense—schools held in different centres in rotation would attain that object.

Mr. Varley seconded.

A second motion by Miss Smith "that this resolution and a statement of the reasons therefor be conveyed to the Trustees of the State Library" was withdrawn.

Mr. Stirling (on behalf of the Transvaal branch) moved an amendment:—

"That it be a recommendation to the Administrative Council to consider the advisability and desirability of holding the vacation school in different centres in rotation."

There was no seconder.

Miss Smith's motion was carried.

Messrs. Borland and Freeman also spoke.

In the Archives

CO-OPERATION BETWEEN ARCHIVES AND LIBRARIES

Col. Graham Botha (Chief Archivist for the Union) gave a talk on *The Need for Co-operation between Archives and Libraries*.

At the outset, Col. Botha extended a hearty and sincere welcome to the Conference, and expressed the hope that librarians would visit the Archives in other centres.

Proceeding, the speaker said that there should be close co-operation between libraries and archives. People in South Africa were beginning to realize that there was such an institution as Archives, but they had a very vague conception of what they were or what they stood for, how the Department was run or what were its aims.

In the early days when the title "Chief Archivist" was first introduced, he had been referred to in all sincerity as the "Chief Orchardist" and the "Chief Anarchist"!

The main duty of the archivist was to arrange, classify, and preserve state papers before they were published. The librarian's main duty was the collection, classification, and general custody of books and papers. That was a point they had in common.

In America, about the year 1920, the work of archives and libraries was combined. Since then, however, it had been separated, and to-day each department was housed in a magnificent building.

People expected, said the speaker, that every document in the Archives would be neatly indexed. That, however, was an impossible task. They in Cape Town tried, as far as available staff would permit, to index according to classes or groups.

In conclusion, Col. Botha stressed that the aims of the librarian and the archivist were the same; there was no question of competition. They were both engaged in the collection, preservation, and dissemination of what they had under their care, and endeavouring to encourage the public to make use of their books and records.

Col. Botha then conducted the Conference on an exceedingly interesting tour of the different departments in the building.

Mr. Immelman proposed a very hearty vote of thanks to Col. Botha, which was carried enthusiastically.

LIBRARIES FOR NON-EUROPEANS

Mr. Borland (on behalf of the Transvaal branch) moved:—

"That the South African Library Association take every possible step to urge urban authorities to make adequate library provision, in separate quarters, for non-Europeans."

It was agreed to change the words "urban authorities" to "municipalities", and to add thereafter "and the Education Department".

Speaking to the motion, *Mr. Borland* said that local authorities in South Africa did not realize their responsibilities to the non-Europeans. These peoples were just as entitled to participate in the heritage of books as Europeans. In the Transvaal there was the Carnegie Non-European Library to which Reef municipalities were asked to contribute some £200 a year each.

Mr. Freeman, who seconded, spoke of the difficulties and prejudices encountered. He urged that more of the money obtained through Native taxation be spent on the Natives.

Mr. Rooke suggested the establishment of branch libraries which should *not* be styled non-European.

Mr. Coetze said that the production of books in Native languages should be stimulated.

Miss Oppenheim thought the most important thing at the moment was to co-operate with the Education Department.

Mr. Murray believed in assisting the non-Europeans to help themselves. He mentioned that the Hyman Liberman Institute had proved the reading needs of the Coloured community in Cape Town.

Mr. Rooke said they had received very considerable help from the Education Department in Natal. School inspectors on their rounds made inquiries as to what use was being made of libraries.

The motion was carried unanimously.

In the Commerce Lecture Theatre

Mr. R. F. Kennedy showed a film depicting the activities of the Johannesburg Public Library.

The Chairman read a telegram from *Mr. Christie* :—

"Most grateful to you for kind telegram Selfishly pleased election
Bitter pill not to be with you"

PROVISION FOR ADVANCED STUDENTS AT VACATION SCHOOL

At this stage *Mr. Kennedy* brought forward his motion :—

"That the vacation school should, in addition to the present elementary course, make provision for more advanced students as and when they are offering."

Mr. J. S. Ungerer seconded.

Mr. Stirling read a memorandum explaining the purpose of the vacation school. On being put to the vote, the motion was lost.

Misses Smith, Rowland, and Shilling, and *Messrs. Borland and Coetze* also spoke.

FIFTH CENTENARY OF THE INVENTION OF PRINTING

The Chairman moved :—

"That the South African Library Association suitably mark the fifth centenary of the invention of printing."

The speaker made the following suggestions :—

- (1) That the Minister of Posts and Telegraphs be requested to issue special commemorative stamps.
- (2) That members contribute special articles to the Journal.
- (3) That local exhibitions be staged.
- (4) That lectures be given in the different centres.
- (5) That the Press take up the matter on its own behalf.
- (6) The building by the Government of a book repository in the veld as outlined in his Presidential address.

Mr. Freer emphasized the fact that no library had the right to discard literature. It was a duty to preserve one copy of every non-fiction work.

Miss Smith seconded. She pointed out that 1940 would also be the first centenary of the introduction of penny postage by Sir Rowland Hill. She also suggested the establishment of trust funds for purposes to be decided to be called the "Gutenberg Trust Fund" in honour of the reputed inventor of printing—Johannes Gutenberg.

Mr. Freeman moved an amendment :—

"That the South African Library Association suitably associate itself with any action that may be taken by kindred associations to mark the fifth centenary of the invention of printing."

Mr. Rooke offered the use of a set of slides relating to printing which he had in his possession.

Dr. Eybers said he believed there was in existence (possibly in Pretoria) a most interesting film on printing.

Mr. Coetzee seconded Mr. Freeman's amendment.

Mr. Kennedy moved a further amendment :—

"That the South African Library Association make efforts to see that the fifth centenary of the invention of printing is suitably marked."

The Conference was unanimously in favour of the proposal to mark suitably the fifth centenary, but the framing of a suitable motion was left to the Chairman and Mr. Kennedy.

Misses Hartmann and Elliott also contributed to the discussion.

PURCHASE OF BOOKS BY COMMERCIAL LIBRARIES

Mr. H. Edge (Port Elizabeth) moved :—

"That, whilst acquiescing in the conditions governing the purchase of books by public libraries, the Association feels that the same conditions should be applied to firms running commercial libraries."

Miss Oppenheim seconded.

Mr. Edge dwelt on the unfair competition under present conditions between firms running commercial libraries and libraries.

Prof. Wallis suggested that the Association become a registered company on a non-profit basis.

Mr. Borland moved and *Prof. Wallis* seconded that the matter be referred to the Administrative Council.

This was agreed to.

REDUCTION OF LACUNAE AMONG SCIENTIFIC PERIODICALS

Mr. P. Freer moved :—

“That the Government be requested to reduce the lacunae in the scientific periodicals in the Union.”

The speaker said that there were in 1933 seven important international scientific and technical journals which were not to be found in the list of titles in the Union. Since then, the Witwatersrand had ordered three. Four were still unavailable and, in the light of recent work, there were more. Lloyd’s list of 1927 gave 3,000 titles, and the new edition which he himself was undertaking would contain over 5,000. Even this number did not compare favourably with 13,000 in New South Wales or 24,000 in the British Isles. The absence of some of these titles might be a matter of life and death to medical students.

He suggested that the best course would be to re-state their case to the National Research Council and Board, pointing out the importance of reducing the lacunae among scientific periodicals in the Union.

Mr. Varley seconded. He suggested that later the arts journals might be included.

Dr. Eybers said that if it was only a question of half a dozen or so, there should be no difficulty with the Government.

The motion was carried unanimously.

Miss Elliott, Messrs. Ungerer and Kennedy, also spoke.

We spoke to a similar motion at the 1933 Conference, and listed in *S.A.L.*¹ seven important titles that were not then available anywhere in the Union.

The University of the Witwatersrand Library, however, has since subscribed to four of them :—

Journal für praktische Chemie
Monatshefte für Chemie
Archiv für Elektrotechnik
Deutsche keramische Gesellschaft. *Berichte*

To the remaining three must now be added the following, which are listed in order that libraries may arrange for their co-operative purchase, and so help to remove some of the handicaps under which scientists have to work in South Africa :—

Archives de biologie
Cement and cement manufacture
Chemische Industrie
Entomological society of Washington. *Proceedings*
New York entomological society. *Journal*
American gas (engineering) journal
Archiv für Hydrobiologie
American institute of metals. *Transactions*
Naturwetenschappelijke tijdschrift
Paint, oil and chemical review
American petroleum institute. *Proceedings*

Our libraries seem to have precious little on either Cement or Paints.

EXCHANGE OF PUBLICATIONS

Mr. J. S. Ungerer moved :—

“That this Association arrange, through voluntary help if necessary, for

¹ 2, no. 1 : 16, July, 1934.

the compilation of lists of publications available for exchange in South African libraries, and promote, through a central clearing agency, the exchange of such publications in South Africa as well as overseas."

Mr. G. V. Marais (Stellenbosch) seconded.

Miss Elliott suggested that the Journal should be the medium for exchange. The motion was carried.

Messrs. Freer and Kritzinger also spoke.

SCHOOL AND CHILDREN'S LIBRARY SECTION

Miss Shilling (Krugersdorp) moved :—

"That the South African Library Association sanction the formation by the Transvaal and Cape Branches of a School and Children's Library Section of each Branch with power to co-opt collaborators from the Orange Free State and Natal."

The speaker said the Section had been formed to meet the need for co-operation between teachers and librarians. The Section in the Transvaal had recently got its Constitution. They had decided to charge a subscription of 2s. 6d., and to hold four or five meetings a year to which suitable speakers would be invited.

Mr. F. Richardson seconded. Carried.

THANKS TO THE CARNEGIE CORPORATION

Prof. Wallis proposed that the following motion be adopted and transmitted to the proper quarter :—

"That this Triennial General Meeting of the South African Library Association express its deep sense of appreciation of the magnificent and liberal interest that the Carnegie Corporation of New York has taken in library work in South Africa."

Adopted unanimously.

IMPORTATION OF GERMAN TEXT-BOOKS

The Chairman said he had recently received a circular addressed to the Association concerning the importation of German text-books, and asking whether the Association desired the continued importation of such books.

The British Council had, through the Board of Trade, issued special licences for the continued supply of certain scientific sets.

Mr. Niven proposed that the matter be left in the hands of the Council.

Mr. Kennedy seconded. Carried.

Misses Oppenheim and McCurdy, Messrs. Freeman, Coetzee, Kritzinger, Rooke, and Immelman also contributed to the discussion.

VENUE FOR NEXT CONFERENCE

Cr. J. L. Farrell (Durban) offered the City of Durban as the venue for the next Conference.

At the University

The Chairman read another telegram from Mr. Christie :—

"Newspapers giving excellent reports South Africa should be grateful for work of Conference a significant milestone marking progress library

movement stop When you think memorable Presidents Ferguson and Pitt and progress since gathered momentum each year lift up your hearts"

SYMPOSIUM ON LIBRARY TRAINING

The following papers¹ on library training and professional education for librarianship were read :—

1. S.A.L.A. Courses, by Mr. Freer
2. Cape University Course, by Mr. Immelman
3. Pretoria University Course, by Mr. P. C. Coetzee (Afrikaans)
4. Courses for Teachers, by Mr. G. V. Marais

The Chairman read Circular No. 11 of 1940, Transvaal Education Department, Report of Education Committee on Normal College libraries.

The following members took part in the discussion on the Symposium : *Misses H. M. Austin, Smith, Rowland, Dr. Eybers, Messrs. Kennedy and Stirling.*

RECOGNITION BY S.A.L.A. OF UNIVERSITY DIPLOMAS IN LIBRARY SCIENCE

Mr. Coetzee moved :—

"That the South African Library Association acknowledge university diplomas in library science, and that the Administrative Council be authorized to formulate rules to allow persons possessing a diploma in library science or a master's or doctor's degree, where a thesis touching on library science has been submitted in partial fulfilment, to be granted an associateship or fellowship of the Association."

The motion was read in Afrikaans. The mover said that the word "acknowledge" in the first line should be "recognize."

Mr. Murray seconded.

Dr. Eybers said that they as an Association must admit that both correspondence and university training had their uses in the educational system of the country. He was glad to hear that the universities had acknowledged that correspondence courses would have to be continued. He would like to see that all men and women appointed to libraries in South Africa were qualified, for without a good librarian there could never be a good library. All should be well trained and command good salaries. If they could not be civil servants they should be municipal servants or servants of some body that could ensure them a reasonable salary.

Mr. Kennedy moved as an amendment :—

"That while the Association should be prepared to recognize diplomas awarded by other bodies, such recognition can only be granted by the Council, and must be based on (1) the nature of the course offered ; (2) the qualifications and size of the professional staff ; (3) the length of service of diplomates in a library ; and (4) such other conditions as may be laid down by the Association."

¹ Held over.

S.A.L.A., REPORT OF THE THIRD TRIENNIAL MEETING 17

(This amendment is taken from the 1936-39 Report, p. 7.)

Mr. Immelman seconded.

Mr. Coetze said he personally was quite willing to accept the amendment, but he could not answer for his Committee.

Mr. Murray also agreed to the amendment, which was carried.

The following three motions were discussed during the session as time permitted.

IMPROVEMENT IN DURABILITY OF BOOKBINDINGS

Miss A. H. Smith introduced the following motion :—

“In view of the short life of the great majority of books published in South Africa and of the fact that the bindings only last for three or four issues, this Conference makes strong representations to South African publishers of Afrikaans and English books with a view to effecting an improvement in the durability of the bindings.”

Speaking to the motion, Miss Smith said that books of the travelling library were subject to very hard wear. Half the available money was now spent on re-binding instead of on new books. She suggested a special binding be used.

Mr. Varley seconded.

Mr. Coetze proposed as an amendment to insert after “bindings” the words “of books required for libraries”.

It was suggested that library binding should be used, and that a deputation be sent to interview publishers to ask them if they were prepared to bind books as required by the Association.

Mr. Coetze proposed that the words to be inserted after “bindings” should be “for library purposes”.

Miss Oppenheim seconded.

Dr. Eybers moved a further amendment :—

“That a sub-committee be appointed to inquire whether South African publishers were capable of doing the work, and then report to Conference.”
Seconded by Mr. Roussouw.

Mr. Kennedy said that books could not be bound in library binding in South Africa. There was a difference between binding and casing. A book received from England was well cased, but in South Africa, poorly. The former would last for about thirty circulations; the latter, six. Further information was not needed, but the Association should use its influence with South African publishers to secure the binding it wanted.

Mr. Borland supported Mr. Coetze’s amendment.

Miss Smith accepted Mr. Coetze’s amendment.

Dr. Eybers withdrew his amendment.

The original motion with Mr. Coetze’s second amendment was carried.

Prof. Wallis, Mr. Murray, and Miss Shilling also spoke.

REDUCTION OF POSTAL CHARGES ON BOOKS IN TRANSIT

On the proposal of Mr. Kritzinger, seconded by Prof. Wallis, it was agreed to take the following motion as unopposed :—

“That strong representations be made to the Minister for the abolition or

reduction of postal charges on books in transit from one library to another or from public libraries to rural readers."

Dr. Eybers read a letter from Principal Raikes intimating that if the Government was approached it should not be asked to transport books at less than the bare cost.

The speaker gave the Government's view as being opposed to the institution of free postage on the ground that any such concession amounted to an obscure grant-in-aid. If assistance was given it should be done by increasing the grant.

Mr. Niven said the Government of Southern Rhodesia had promised to give a special grant to cover the cost of postages. He had asked for £50.

Mr. Kennedy pointed out that their object was to convey books to the rural people without cost to them. The principle of preferential rates had been established, as for instance for agricultural post and parcel post. In America, the rate had been reduced to 1½ cents per pound on all books. This scheme, which had been introduced experimentally, had been so successful that the Government had decided to continue it in the interests of education.

Mr. Borland said he would like to see franking facilities granted.

It was proposed and seconded that the matter be left to the Council for investigation and action. Agreed.

Miss U. McCurdy (Kingwilliamstown) also spoke.

IMPROVEMENT OF PRISON LIBRARIES

Mr. Kennedy moved :—

"That representations urging the improvement of prison libraries both European and non-European be made to the responsible Minister and the Department concerned."

Mr. Rooke seconded. Carried.

Dr. Eybers, *Messrs. Ungerer, Kritzinger*, and *Stirling* also contributed to the discussion.

At the University

REVISION OF THE CONSTITUTION

Mr. Immelman moved the following (submitted by *Mr. Ribbink*) :—

"That the Council of the South African Library Association take steps to investigate the need for the revision of the Constitution."

This was agreed to, with the proviso that any revision would be submitted to the next General Meeting.

VOTES OF THANKS

The undermentioned votes of thanks, proposed by *Mr. Freeman*, were carried enthusiastically :—

Messrs. Freer, Immelman, Coetzee, and Marais for their papers in the Symposium.

The President for the "very able, impartial, and tactful way" he had presided. The University of Cape Town and the authorities governing it, coupled with the name of Col. Graham Botha, for their hospitality and the facilities placed at the disposal of the Conference.

The Cape branch for all the arrangements for the Conference.

Institutions which had sent delegates.

His Worship the Mayor of Cape Town for his courtesy and hospitality.

The Press for valued publicity.

The Association Secretary for his excellent work in connexion with that Conference, and for the way he had carried on the work of the Council during the past three years.

Mr. Murray for his share in organizing the Conference in Cape Town.

In conclusion, Mr. Freeman said: "We have made many friendships, and I hope we shall carry away with us the sincere feeling that in due course we shall meet again with the same object in view, namely, to do something for the general uplift of our fellow South Africans, for the general uplift and standard of knowledge that we want to disseminate throughout our land and to all sections of our communities and peoples."

The Chairman thanked the delegates for the expressions of appreciation, and declared the Conference closed.

LIST OF BLUE BOOKS PUBLISHED DURING MARCH-MAY, 1940

	s. d.
U.G. 35/1939—Meteorological Report for year 1938.	7. 6
49/1939—Census Report, 1936—Part XI—S.A. Life Tables.	2. 0
3/1940—S.A. Railways and Harbours Estimates of Additional Expenditure, 1939/40.	1. 0
4/1940—S.A. Railways and Harbours Estimates of Additional Expenditure on Capital and Betterment Works, 1939/40.	0. 6
5/1940—S.A. Railways and Harbours Estimates of Revenue and Expenditure, 1940/41.	5. 6
7/1940—S.A. Railways and Harbours Statement of Estimated Revenue and Expenditure, 1940/41.	3. 0
9/1940—Estimates of Revenue 1940/41.	0. 9
10/1940—Report of the Irrigation Department, 1938/39.	2. 0
11/1940—Report of the Proceedings of the Natives Representation Council, 1939.	1. 0
12/1940—Report of the Public Works Department, 1938/39.	2. 0
14/1940—Report of the Irrigation Commission, 1938/39.	1. 0
15/1940—Report of the Department of Social Welfare, 1937/39.	8. 6
16/1940—S.A. Railways and Harbours Estimates of Supplementary Expenditure, 1940/41.	1. 6
17/1940—Second Estimates of Additional Expenditure, 1939/40.	1. 0
18/1940—Report of the Public Service Commission for the year 1939.	1. 0
19/1940—Report of the Central Housing Board for the year 1939.	1. 0
20/1940—Report of the Railway Lines Revision Commission.	7. 6
21/1940—Loan Estimates for the year ending 31st March, 1941.	2. 6
23/1940—Annual Report of the Department of Lands for the year 1938/39.	2. 6
24/1940—Report of the Railway Board for the year 1939.	3. 9
25/1940—Supplementary Estimates of Expenditure, 1940/41.	1. 6

NOTE. *Government Gazette*, v. 119, no. 2731, Feb., 1940, was omitted and no *Gazette* bearing this number has been issued.

LIBRARY NOTES AND NEWS

Birmingham. *University Library. Status and salaries.* The Council has agreed that the senior library officers should from October 1939 be equated with the teaching staff of the University ; the Sub-librarian to have the status and stipend of a University Lecturer in Grade IIa, and the three Assistant Librarians to have the status and stipend of Grade III Lecturers, their maximum stipends being those of Grade IIb. (*Library association record*, 41 : 561, Nov., 1939.)

Cape Town. *Library of Parliament.* A three-storey library building, facing Parliament Street and occupying part of the grounds of Government House, is to be added to the Houses of Parliament at a cost of £28,000. This intention was announced in both Houses yesterday by the President of the Senate and the Speaker of the House of Assembly, who presented a report from the conferring committees on internal arrangements. Their recommendation will be considered adopted unless objections are lodged by next Friday... The new building will occupy ground now standing vacant above the public entrance to the House of Assembly and it will project a few feet into the grounds of Government House. It will have a public entrance from Parliament Street and will lead into the passage continuing from the lobby of the House of Assembly. The building will make additional accommodation available for Ministers and members of both Houses... Detailed plans will be prepared early in the recess and the work should be started within the next few months. (*Cape times*, 7. May, 1940.)

Claremont, C.P. Public Library. The recent decision of a meeting of subscribers of the Claremont Public Library to exclude non-Europeans from membership was immediately followed by the resignation of Canon T. G. le Mesurier as chairman of the executive committee. He gave as his reasons for resigning : firstly, a doubt as to the legality of the proceedings ; secondly, that he was not a person to discriminate between Europeans and non-Europeans ; and thirdly, because the meeting implied a vote of no confidence in himself. He gave the opinion yesterday that the matter should never have been brought up, because only three non-Europeans had been using the Library.

Council's Grant. Mrs. Z. Gool has written to the *Cape times* announcing her intention to introduce a motion in the city council asking the council to refuse to make any further payment to the Claremont Library and to terminate its occupation of municipal premises in view of the subscribers' decision to exclude non-Europeans. Dr. J. Paterson McLaren informed the *Cape times* that the motion which he introduced at the library meeting advocated, in addition to the exclusion of non-Europeans, the establishment of a separate library for them. Dr. McLaren said he felt that both Europeans and non-Europeans would benefit more by this arrangement. An amendment suggesting that the non-Europeans should be allowed to use the Library until they had their own premises, was defeated.

A Protest. By a resolution of the Sweet Workers' Union in Cape Town, a letter has been addressed by its secretary to the Mayor of Cape Town, protesting against the exclusion of non-Europeans from membership of the Claremont Library—a public institution. The Union is opposed to segregation and regards such proposals as closely connected with the "strong pressure in favour of segregation which is being exerted from certain quarters". It therefore supports Mrs. Gool's proposal. (*Cape times*, 7. May, 1940.)

Kingwilliamstown. Public Library. From the *Annual Report* :—

Population (European) : 5,838				
Membership Class	Subscription			Number
A	£2. 2. 6	4 fiction, 2 non-fiction, 2 magazines		20
B	£1. 12. 6	3 fiction, 1 non-fiction, 1 magazine		100
C	£1. 2. 6	2 fiction, 1 non-fiction		260
D	£0. 12. 6	or 5s. (individual)—use of Reading Room		6
				386
Juvenile	£0. 2. 6	1 book and use of Reading Room		98
				484

Grants.	Municipality	£55
	Divisional Council	£25
	Kaffrarian Savings Bank	£20

Free Library. Circumstances have not justified any practical steps in the direction of the establishment of a free library. A scheme of the kind must depend mainly on support from the Municipality and, as the Council has expressed regret that it cannot accede to a request for an increased grant or relief in the matter of service charges, the greater demand could not reasonably be submitted.

THE LIBRARY AND THE CHILD
A REPORT OF OBSERVATIONS
MADE WHILE ON EXCHANGE IN ENGLAND AND
DURING A TOUR OF THE UNITED STATES OF AMERICA

1938-39

by

L. E. TAYLOR, B.A.

Children's Librarian, Johannesburg Public Library

(Concluded from last No.)

It will be noted that I have continually repeated that the room was small, the stock was small, and so on. There appears to be a gap in the reading interests of the child at the time of adolescence. The average child reads a good deal, the peak year being roughly from ten to eleven. The adolescent, generally, does not read nearly so much, but his interest in books revives after he has passed his seventeenth or eighteenth birthday. I am not able to vouch for these facts from personal observation, but it appears to be the assumption on which American librarians work. Many factors contribute to this falling-off in reading interest. The high school child has numerous outside activities to interest him, and his studies occupy an increasing amount of his time. All that the library can hope to do at this period is to keep him aware of the fact that it still exists, although he may no longer have the time or interest for the story hours, book talks, and other such activities which he enjoyed when he visited the children's room. That is why the accommodation and the stock are much smaller than those of the children's library.

The problem of the adolescent reader is enjoying a great deal of publicity in America at present, and many librarians in England are giving it their attention, as can be judged from the number of book-lists for adolescent readers which are being included in library journals at present. I am not prepared to say how far the expense of an entirely separate department for the adolescent is justified. I was not able to see enough of the results to form any conclusions. I believe, however, that it is a matter which deserves serious thought. It seems absurd to keep children in the children's department until they are sixteen years of age. Of course, exception can be made, and always has been made, for the unusually advanced child, but this is not enough. The atmosphere of the children's room is bound to be to some extent noisy and restless, and the high school child needs and deserves

something quieter. We design most of our notices, posters, shelf guides, and displays to appeal to the younger child. Something a little more mature should be provided for the child over thirteen years of age. For one thing, it is time to break him from the more individual treatment of the children's room, and teach him to rely on himself and form his own judgments. I think the least that should be done for the adolescent is to provide a small section of books suitable to his more mature taste. Wherever it is possible, there should be a room, or part of a room, which is set aside as a reference room for the older child. A great many children of high school age use the adult reference library for assistance in their homework. An adult reference library is not always able to spare the staff or the time to give the child instruction in the use of reference books, and this most important teaching can best be given to the child of high school age.

There is another solution of the problem which I saw in one of the larger branches of the Washington public libraries. There was no accommodation for a special adolescent section. The substitute was an adolescent adviser, one assistant whose especial task it was to help the high school child in his choice of books, and to teach him the use of reference books. This plan, I was told, answered well, as the librarian in question was keenly interested in the problems of the adolescent child and brought great sympathy and understanding to his work. The American libraries I visited attached great importance to the personality of the librarian in charge of work with young people, maintaining that it was difficult to find a person who combined all the necessary qualities, and that the approach of the children's librarian was not always the right one. For this reason, the adolescent section should not be in any way connected with the children's library. Possibly this stress on the qualities and personality of the librarian is a little over-emphatic. I am inclined to believe that any experiments in the way of work with adolescent children should at least be initiated by the children's department of any library which has to consider the problem of limited staff.

Work with Schools and School Libraries

A public library system, however efficient, cannot accomplish its best work with children unless it has the whole-hearted co-operation of the education authorities of the district in which it functions. To obtain this full co-operation, the education authorities must be convinced of the importance of the library to the child. This state of affairs is rapidly being realized in America. In South Africa, the matter has hardly been given consideration.

Every child should have the advantages of an adequate library in his school, and of a public library as well. The two fulfil different functions. In at least 80 per cent. of the schools in Johannesburg, the idea of a school

library conveys only a collection of books which may be borrowed for home reading, and these books are exclusively of a recreational nature. Many schools, before 1936, when the schools' library scheme was initiated by the Johannesburg City Council, had, apart from text-books, no books whatsoever for the use of the children. I am leaving aside, for the moment, the question of high schools, where matters are not quite so desperate. I am writing only of the primary schools, and the junior high schools. Let it be remembered that the majority of school children never pass through the high school. These children, during the whole of their school lives, are never taught one most essential thing: how to find knowledge for themselves, how to use books as tools. It is not considered to be part of their education. There is no place on the curriculum for library work. A child forgets most of the subjects he is taught in school. He is never shown how to correlate knowledge which he can find in books with the subjects he is being taught in class. He is never shown how to find books to read round and about a subject which interests him, how to expand his knowledge in new directions. It is not really surprising. There are no facilities for teaching the use of library books in schools.

Now it is obviously impracticable that every primary school should have a fully trained librarian on its staff. But there could be at least one member of the staff who had had some elementary training in library work, and who was given time to put this knowledge into practice, and teach the children at least how to use the index of an encyclopaedia, and such elementary matters. As things are at present, teachers in training receive no instruction whatsoever in library matters, and have not even the most rudimentary knowledge of children's story books.

Let us examine this problem as it is dealt with in America. I shall first consider the children's libraries, which serve children of primary school age. Stress is laid on the importance of forming good reading habits and literary taste at this stage. The libraries of Toronto do not offer any service to the schools in the way of establishing libraries in the school buildings. It is held that librarianship is a highly specialized profession, and that it is too much to expect teachers, who have their own work, to give attention to this matter as well. An exception is made in two cases, where the schools are so far on the outskirts of the city that the children attending them are not within reach of any of the public libraries. Every other child in Toronto is within easy reach of a branch library, where his requirements are dealt with in a manner that has been described elsewhere.

The public libraries of Washington supply books to schools. The schools library department is under the control of the Director of Work with Children, but is otherwise run without any connexion with the children's library proper. Its method is to send out small classroom libraries to any teacher who cares to apply for the loan, the class teacher being responsible

for the welfare of the books. Transport is supplied by the library. These classroom libraries are changed every half year, and they are graded and selected so that they have a direct connexion with the work being studied by each grade, although the books are of a recreational nature. A very elaborate system of checking is used, to ensure that the same set of books is not sent twice in succession to the same class. Also, if teachers are working on any special project, they may apply to the library for a set of books bearing directly on the work in hand. The teachers visit the library at frequent intervals for advice. The classroom service is supplementary to that given by the public libraries. Every child is within easy distance of a children's library.

The libraries of Buffalo offer a service to schools that is more like that at present in operation in the schools of Johannesburg. The difference is that the deposits of books in the schools are only intended to be supplementary to the public libraries. An official from the library, generally from the branch library nearest to the school in question, visits the school once a month, and speaks to the children on books and library matters, gives instruction in the use of the library, and gives advice to the school librarian, who is not in this case a trained librarian, but a teacher who has time allotted to her for carrying out library work. The children write reviews of the books they have read, hold discussions among themselves, and carry out most of the general routine of the school library.

It will be noted that in both instances the service offered is supplementary to that of the public library and is under the close supervision of the library authorities. Toronto libraries do not admit that a supplementary service is either necessary or desirable.

In Rochester, I obtained details of the most efficient services organized by the children's department of the library, for the school children of the city. I quote from a circular issued by the library to the schools :—

SERVICES OFFERED TO LOCAL SCHOOLS

1. *Main Library*

(a) Fourth Grade Visits.

During the year 1936-37 all Rochester children in elementary schools beginning with the fourth grade, visited the New Main Library building on school time and with their teachers. The particular purpose of this visit was to see the building as a whole. That all children may have this same experience teachers of the incoming fourth grades each year are invited to arrange for a visit to the main building.

(b) Grades Three to Eight.

Teachers of grades three to eight inclusive are invited to bring their classes to the Main Children's Room at any time during the year

for a book talk, browsing hour, or story hour. Kindly make arrangements at least one week in advance.

(c) Secondary Schools.

High school teachers are invited to bring groups, either classes or clubs, to visit the Main Library and the Young People's Room whenever and as often as they wish.

2. Main and Branch Libraries

(a) Children are eligible to become library borrowers as soon as they pass into the third grade. They may register in June on leaving the second grade and have the privilege of drawing books during the summer.

Teachers of second grades are invited to bring their classes to the nearest library in June so that registration and the first approach to the library, which is sometimes difficult for little children, may be made as easy as possible.

(b) Eighth Grades.

Children become adults according to library routine upon leaving the eighth grade. They are required to re-register at once. In order to make this re-registration as complete as possible, and to overcome the diffidence of some boys and girls in leaving the children's room for the adult room, teachers of the eighth grades are invited to bring their classes to the nearest library in June. They will be shown something of the resources of the adult department with particular emphasis on the special collections set aside in each branch for the use of young people.

(c) Instruction on Use of Library for Grades Three to Eight.

Teachers of grades three to eight inclusive are invited to bring their classes to the nearest library once each year for instruction on the use of the library. This instruction will follow a definite graded plan. Its purpose is to develop an understanding of the principles underlying the arrangement of a library room, to develop the ability to help themselves through the use of the card catalog and the simple library tools, and to develop confidence and assurance in the use of a library.

Following on this offer, a circular was sent out by the Supervisor of elementary grades, which gave official sanction to the library visits, which were made in school time, and urged that the library's invitation be accepted. These visits are a regular feature of school life in Rochester. The standard of work done with children in this city can be judged by the fact that, in 1938, the libraries served 81.9 per cent. of the possible child reading public.

This is how four libraries in America deal with the library education

of the young child. The adolescent is provided for both by the public library and by the library in his school. A library, equipped for both reference and lending library work, and in charge of a full-time, trained librarian, is found in almost every American high school. The children have part of the curriculum devoted to work in the library where they are taught the use of reference material, and where they work under the supervision of the librarian. In the library of one girls' high school in New York, the librarian had two assistants, and in addition a band of voluntary workers, recruited from the pupils, carried out much of the routine work. All the teachers work in conjunction with the librarian. They inform her of any special project on which they are working, and she prepares book-lists, displays, and other aids for the pupils, who will be given assignments to work out in the library in preparation for their classes. I should mention that this school had an enrolment of 2,000 so that the library was correspondingly large, both in the actual size of room and stock, and in the number of staff. Almost immediately opposite this high school was a branch of the New York Public Libraries, and after school hours the children from the high school always filled its rooms. The school library, excellent as it was, did not take the place of the public library. Each had a different function to perform, and both were equally necessary to the child.

In some high school libraries, it may be mentioned, the librarian in the school is supplied, and paid, by the public library. In others she comes under the direct control of the education authority. In either case co-operation between public library and school is close.

In the light of this information, we can reconsider the position in Johannesburg, which is so far the most advanced city in South Africa in library matters. Children in elementary schools are provided by the Public Library with books for recreational reading. These books are issued to them by their teachers, in whatever spare time they may have left over from their teaching. In a very few schools, time is given on the time-table for library work, which means that time is allowed in which children can issue and return the books they have borrowed. A relatively small number of the school children in Johannesburg are within reach of a branch library, or of the Central Library, where they can come under the influence of trained librarians. Further instruction in the use of the library does not exist.

As it is inevitable that for some years to come many of the children of Johannesburg will have to depend on the books they can obtain in their schools, it seems that the teachers must be asked to take on themselves the task of acting as librarians. This is a great deal to ask, especially when it is considered that no teachers' training college in the Transvaal has a properly equipped library for the use of students, or a trained librarian on the staff. The teachers are at present being asked to train the children in their charge

in a subject in which they themselves have received no instruction, a subject so important, that in America the children's librarians are unwilling to entrust it to teachers at all, except as a last resort.

It is hoped that the course of six lectures on children's books and reading and elementary library economy which the Johannesburg Public Library proposes to offer to teachers and teachers in training in February 1940, will go a little way towards helping this unfortunate state of affairs. I look forward to the day when instruction in elementary library routine may be considered at least as important a part of the training of the teacher as instruction in cardboard modelling, which subject at present holds a place on the curriculum. Until that day comes, can we only exercise the greatest care in the selection of the books which are sent to the schools, and rely on the enthusiasm of the teachers, who are always willing to shoulder extra burdens once they are convinced of the importance of the work they undertake to the children in their charge. I would further urge the importance of the establishment of at least a nucleus reference collection in each and every school and that some opportunity be made for the children to be given instruction in its use.

Library, Radio, and School

I have before me a book called *Radio roads to reading* by Julia Sauer, Director of Work with Children in the Rochester Public Libraries. It consists of the scripts of broadcasts made to schools by the Children's Department of the Rochester Public Libraries. Once a week at 11 a.m. the children in the Rochester schools listen to the sound of an aeroplane landing, and then the voice of the Librarian tells them the latest book news which has been brought to them by air mail. It must not be thought that the news is concerned only with new books. Both old and new books are described. The talk usually opens with a short description of the story, something is told of the author, and then one of the most exciting scenes from the books is dramatized. The children are never told the whole of the story. They must get the book from the classroom library or the public library and read it for themselves.

These broadcasts, which are never very long, are arranged so that a different grade is catered for every week. Special festivals are celebrated by appropriate programmes. The response has been enormous. The experiment has been running now for two years and the popularity of the talks is increasing. Book lists supplementing the talks and suggesting additional reading are supplied to each school. If the books are not in the classroom library the teacher is invited to make application for them from the nearest public library.

I consider that a broadcast of this nature is an extremely valuable aid in forming the right reading habits in children. It should prove of particular

value in a city such as Johannesburg, where contact between the librarians and the children is so difficult, and where so many children are dependent on books obtained through their schools. Book talks of this kind would not be of nearly so much value if they were presented in the children's hour or at a similar time. Once again I must point out how much importance is attached to children's reading in America where talks about books of a purely recreational nature can be broadcast to children in school time. A service of this sort could, however, be extended to deal with elementary instruction in library matters provided that the few really necessary reference books were available in the schools and that the teachers had sufficient knowledge to be able to follow up the talks with a little guidance and instruction.

The Picture Collection

A well-arranged picture collection is a most valuable possession to any library. It is most generally considered to be one of the activities to be carried on by the children's department. The Central Children's Library in East Ham possessed a collection of over 33,000 pictures. This collection was designed chiefly to be of use to teachers in the local schools, as were the large number of picture collections I saw in other libraries both in England and America. Naturally the use to which the collection is put determines to some extent the type of pictures included in it. The collection in East Ham was organized in a way which entailed a great deal of work, (perhaps more than was justified by the use made of the collection), but I propose to examine the methods used in some detail. Material was gathered from several main sources. These were *Pictorial education* with its fine pictures specially prepared for the use of teachers, *The Illustrated London news*, and *The National geographical magazine*. These three periodicals between them covered a wide range of subjects and were especially suited to the requirements of the teachers. But apart from these three main sources clippings were taken from any magazine or newspaper that offered a suitable picture, and illustrations from discarded books were also included. The pictures were carefully trimmed and mounted on sheets of stiff paper of a dull green colour, a shade which toned with any picture. These mounts were of two sizes. After mounting, the pictures were classified and catalogued. The catalogue was an elaborate dictionary one, and a great deal of time was spent in cataloguing. The pictures were filed vertically in steel cabinets designed to accommodate the two sizes of mounts. Any person in East Ham who was qualified to borrow books from the library might use the picture collection although he was not required to be a registered borrower to do so. All that was required was that the borrower should fill in an application form giving particulars of name and address, stating whether the pictures were to be used in a school or if they were for private use,

and explaining as clearly as possible exactly what sort of pictures were required. Twenty-four hours notice was required before the pictures could be issued. The pictures were issued in a special carrier, and the time for which they might be borrowed was usually fifteen days but could be extended. There was no limit to the number of pictures issued to one borrower at one time.

The pictures were also used in the library to satisfy queries from users of the reference room, as part of library displays, and for classes of school children visiting the library in school hours to study a particular subject.

A picture collection of an entirely different type is that of the New York Central Library. This collection has no connexion with the children's department and is run as a separate department on its own. It is on so vast a scale that a great many assistants are kept at work on it all the time. At the time when I visited it there were fifty people working on it although a number of these were W.P.A. workers carrying on work which normally could not have been done. No attempt is made to mount the pictures of this collection. Clippings are taken from every available source and are kept in large manilla envelopes, filed vertically in large wooden boxes. The collection is entirely self-indexing, no separate catalogue being kept. The headings are written on the outside of the envelopes. All classes of people use this collection. The public has free access to the room, and borrowers may make their own selections. Two assistants are kept fully occupied in keeping the collection in order during the day and replacing pictures extracted from the files by borrowers.

A collection on these lines is too large to consider attempting it in a library the size of that in Johannesburg. A collection I saw in the Public Library in Buffalo was an excellent one. It was organized by the school department of the Department of Work with Children and was intended chiefly for the use of teachers although it was not confined to their use only. The pictures were mounted on heavy manilla mounts. Any pictures intended for use in schools must be mounted to preserve them. They are filed vertically in steel cabinets, and again the collection is self-indexing. The list of subject headings used for the picture files is issued to any teachers who ask for it, and helps to show the resources of the collection. There is one full-time assistant in charge of the collection, and she has occasional help from other members of the staff, as they can spare the time.

The picture collection in the Washington Public Libraries specialized in collecting reproductions of great art works, and did not have the same general interest as the one I saw in Buffalo.

I believe that a picture collection is a most necessary and valuable addition to any library, and I believe that it should be organized by the children's department as one of its most valuable uses is with schools. It is, however, a service that entails a great deal of work. It must be kept up to

date efficiently arranged, and the service to borrowers must be prompt and satisfactory. It is not an activity that can be carried on in spare moments. Particularly when the collection is in the early stages, I consider that it requires the full-time work of one person. In the Johannesburg Public Library, material has been collected for some years with the object of forming a picture collection but there has as yet been no opportunity to organize this material. The need for the collection is very real. The teachers in the schools of Johannesburg would benefit from such a collection and the Reference Library would find it of considerable value.

At least one of the authorities on children's libraries has put forward the suggestion that the work of trimming and mounting the pictures might be done by the children who use the library. I inquired in a number of the libraries where I saw picture collections if anything of the sort had been tried and I was told that such a method was most unsatisfactory and impracticable. The necessary supervision of the children occupies the librarian's time in a way which brings no valuable results, for it cannot be held that the cutting and pasting of pictures is a valuable library activity for children. I have proved how unsatisfactory this method is by personal experiment as well.

The Children's Librarian

Everything that I saw in the children's libraries I visited in America laid stress on the importance of the children's librarian. A well-chosen book-stock and an attractively furnished room are but half of a library service. The American librarians with whom I spoke believed that the children's librarian was of more importance than any other part of the service. While admittedly the tendency in the libraries of the United States is to lay undue stress on the importance of the staff of their libraries, nevertheless the importance of the children's librarian has not yet been realized in South Africa.

Any work with children is more exacting than similar work with adults. For example we do not expect the assistant in the adult lending library to have read every book in the stock she handles. But we do expect this of the children's librarian, and even if she has not read every book in her collection, she must have more than an outside knowledge of them all. There still exists a curious feeling that there is something rather absurd in an adult's admitting to having read and enjoyed a child's book even if that adult's work is closely connected with children. Several teacher-librarians have suggested this to me. But if they do not read and enjoy the books they handle how can they help children to enjoy them?

Possibly this idea still exists because so little has been done in South Africa as yet to bring the best children's books to the notice of the public. More publicity for children's literature is needed and every means must be

used to combat the idea that a child's book is a second-rate book. A number of people still believe that a child reading is a child wasting its time.

The people who can best help to dispel these ideas are the children's librarians. At present there are far too few of them. The library profession in South Africa is still young. It is not sufficiently advanced for specialization in one department or the other to be contemplated to anything like the extent which it is carried out in America. But I feel strongly that we must have one eye on the future. The time has come when every children's department should have in charge of it some person who has, to however small an extent, specialized in children's work. In small libraries it may not be practicable to have full-time children's librarians. But there is bound to be someone on the staff of every library who is particularly attracted to work with children, who takes pleasure in reading their books, and who enjoys trying to enlarge their interests and the range of their reading. It would be a small beginning if this person were allowed to have the responsibility of the work with children.

Conclusion

Throughout this report I have compared the Children's Library in Johannesburg with the best of the children's libraries which I visited overseas. The older institutions are necessarily more advanced, particularly those of America, and, being long established, they have been able to expand their activities in many interesting ways, which undoubtedly add greatly to the value of the work they do for children. The Library here, although comparatively young, has made a sound beginning and is now in the stage where it can most benefit from the experience of the older institutions. Library work with children in Johannesburg is definitely in advance of that done by some of the libraries I saw in the United Kingdom, although we can still learn much from those of America. Many practical points have been noted that could be put into operation immediately with very little expense, but the main criticism that emerges is the lack of facilities for proper school libraries in this country. Co-operation between library and school is well established in America, and public libraries here will not be able to do their best work until they get the same degree of co-operation. It is not yet realized how important a point in children's education it is that they should learn to use books as tools, and not only to read them for recreation. We have made a good beginning in forming good habits of recreational reading, but the other aspect of library work with children has hardly been touched.

Much remains to be done before our work with children is entirely satisfactory, and I am convinced that what I have seen has done a great deal to show me how that aim can best be achieved. It is stimulating to know that the foundations on which we must build are sound.

LIBRARY NOTES AND NEWS

East London. Public Library. From the *Annual Report* :—

Population (European) : 31,301			
Membership	Class	Subscription	Number
	1	£2. 10. 0	10
	2	£2. 2. 0	26
	3	£1. 10. 0	531
	4	£1. 0. 0	66
	Nurses		1
	Reading room sub. only		6
			640
	Juvenile		30
			670

Membership shows a reduction of 29, which indicates that the library is still feeling the competition from the commercial libraries.

It frequently happens that a subscriber, on his departure on an extended holiday, resigns his membership, with the intention of rejoining on his return. To avoid any disturbance in his membership, it is proposed that upon application by him, he shall be entitled to an extension of the period for which the subscription has been paid in advance, to cover the period of his absence. A resolution dealing with the matter will be submitted to the Annual Meeting.

<i>Grants.</i>	Provincial Government	£270
	Municipal Council	£150
	Divisional Council	£25
	Cambridge Municipal Council	£15

Free Library. In last year's report it was stated that the City Council was collecting data to enable it to decide on the possibility of establishing a free municipal library in East London, and had asked for the co-operation of the Library Committee.

A sub-committee was appointed which met a sub-committee of the City Council. Mr. Stirling, the State Librarian, was interviewed and data and statistics were collected, and these were sent to the City Council, but it is to be regretted that in August last the Council resolved that no further action be taken in this matter for the present.

At the request of the Council a free library service for children was considered in conjunction with the scheme for a free library. The Council had been approached in this matter by parents' associations and by members of the teaching staffs of the local schools. In its report the Committee stated that if the establishment of a free library was ultimately decided upon then provision would no doubt be made in the scheme for a free library service for children, but if this scheme was not proceeded with and the Public Library continued as at present, then the Committee was most anxious to recommend that a free library service for children should be provided in the Library by the establishment of a separate children's section, by increasing the number of books in that section and by placing an assistant in charge of it; but to enable all these things to be done, financial assistance was needed . . . The additional annual cost for a separate children's section was estimated at £210.

Library Film. Under the auspices of the Cape Branch of the S.A.L.A. a public showing was arranged in the Demonstration Hall at Electricity House, Cape Town, on 4th April, of the film which Mr. Kennedy, Librarian of the Johannesburg Public Library, had shown at the S.A.L.A. Triennial Meeting in March. The film describes the various activities of the Johannesburg Public Library—the central library, suburban branches, service to schools and clubs, and the travelling library.

Non-European Reading Room. *Wolhuter, Johannesburg.* A reading room for the benefit of residents of the Wolhuter Native Men's Hostel has been established by the United Society for Christian Literature with the co-operation of the Municipal Non-European Affairs Department and the Municipal Non-European Library.

Non-European Library. *Hyman Lieberman Institute, Cape Town.* A full-time librarian has been appointed, and arrangements have been made for him to take the Course in Librarianship at the University of Cape Town.

SCHOOL & CHILDREN'S LIBRARY SECTION

Vol. 1

South African Library Association, Transvaal Branch

No. 1

SOUTH AFRICAN LIBRARY ASSOCIATION, TRANSVAAL BRANCH

ABOUT OURSELVES

IN August, 1939, at a meeting of the Transvaal Branch of the S.A.L.A., the formation of a School and Children's Library Section of the Branch was unanimously approved and a Committee of nine members was elected.¹ This Committee consists of two teachers, and seven librarians representing children's library work in Johannesburg, Germiston, Krugersdorp, Pretoria, and Durban. This point is mentioned to show that the work of the Section will not be confined to Johannesburg and the Reef ; it is intended to benefit and assist wherever possible schools and libraries throughout the whole of the Transvaal. As this is the only organization of its kind in South Africa, membership is extended to any interested person in the Union. It is hoped, however, that a similar Section will be formed by the Cape Branch of the Association.

The Section has now become affiliated to the Association of Children's Libraries in England and the Section for Library Work with Children of the American Library Association.

It is the aim of this Section to establish closer contact between professional librarian and teacher librarian and training colleges, and to promote co-operative activity such as loan facilities, bibliographical and information services, the compilation of booklists, etc. Quarterly meetings will be held in different centres at which problems can be discussed and mutual advice and assistance offered.

Membership is free to members of the South African Library Association on application. Other persons will be admitted to membership on payment of the subscription of 2s. 6d. per annum and will receive the School and Children's Library Section of *South African libraries*.

THE INAUGURAL MEETING

THE first General Meeting was held at the Johannesburg Public Library on 26. April, and attracted a gathering of over fifty teachers and librarians.

After Miss L. E. Taylor had outlined the aims of the Section, Miss D. M. Turner, Miss M. H. Hanna, and Miss S. T. Speight gave stimulating talks on their work at the E. P. Baumann Primary School, the Sir John Adamson Junior High School, and the Pretoria Girls' High School respectively. Miss E. Hartmann concluded the meeting with a short address in Afrikaans.

During the tea interval those present had an opportunity to enrol as members of the Section, and to inspect an exhibit including pictures of library work with children abroad, equipment, books on junior library work, and a collection of children's books.

Miss Taylor's address and summaries of the others are given below.

¹ *Chairman*: Miss L. E. TAYLOR, Children's Library, Johannesburg.—*Vice-chairman*: Miss E. HARTMANN, University of the Witwatersrand Library.—*Joint Hon. Secretaries*: Miss M. W. SHILLING, Krugersdorp Public Library ; Miss D. M. TURNER, E. P. Baumann School.—*Committee Members*: Mrs. M. M. BARNES, Junior Library, Durban ; Mr. E. A. BORLAND, Germiston Public Library ; Miss S. T. SPEIGHT, Pretoria Girls' High School ; Miss H. VAN VOLLENHOVEN, Transvaal Education Department Library : Miss M. WHITELEY, State Library, Pretoria.

MISS TAYLOR'S ADDRESS

LADIES AND GENTLEMEN,

The aim of this newly-formed Section of the Transvaal Branch of the South African Library Association is really to draw together all those people who are interested in the reading of, and library work with, children and adolescents.

Now although there may possibly be differences of opinion as to the aim of library work with adults, there can, I think, be only one opinion about that matter when we are dealing with children. Any person who is in any way concerned with presenting books to children and adolescents must always remember that the work is primarily and in the widest sense educational. I have said this before on many occasions, and I am going to risk wearying you by saying it again. One of the finest things that a child can carry away with him when his schooling is over is a knowledge of the right use of books, a knowledge of how to read for pleasure, constructively and profitably, how to use books as sources of knowledge, how to use works of reference intelligently, and how to get the best service from a library.

A true knowledge of the use of books is not merely a question of the ability to find simple facts in books. The matter goes deeper than that. There is, as you all know, a tendency among people to whom books are not familiar things to attach too much importance to the printed word, to consider everything that appears in print as gospel truth. This is something which I have felt to be one of the great dangers of the spread of educational facilities. The little learning, the ability to read without the ability to reflect, to weigh one opinion against another, to be able to consider all sides of the question, is indeed a dangerous thing. Now I believe—though possibly my professional interests prejudice me—that it is through an intimate knowledge of how to handle books, how to deal with the printed word as the expression of one person's opinion—not necessarily an authoritative one just because it has achieved the dignity of print—I believe that this ability to regard books as a means of communication of ideas, just as conversation is, is a most vitally important thing, and it is an ability which, unhappily, many people lack. To acquire this skill as an adult is a slow and tortuous process. It must be taught to the child, and I most sincerely believe that a future generation which had even that power of independent thought which could come from a knowledge of the right use of books might have a chance of making a happier place of the world than their forbears have done.

Perhaps I have wandered rather far from Children's Libraries and School Libraries. But you see, it is in the school library and the children's library that this training in the right use of books must be done, and as yet neither library, and more particularly the school library, has been recognized as the important factor in education which it really is. Only two days ago I was deeply shocked at an announcement which appeared in *South African libraries*. I have the paragraph here, and I want to read it to you.

It is a letter from the Transvaal Education Department to the Principals of Normal Colleges and Inspectors of Education, and reads :—

"I am directed to append hereto the recommendations of the Education Commission regarding normal college libraries :—

"587. In the matter of libraries and library science the Normal Colleges should stand in a class by themselves. They are really institutions of university rank and should be treated as such for library purposes.

We recommend :—

- (a) That each of the Normal Colleges be encouraged and assisted to establish a first-class library.
- (b) That provision be made for the adequate control of the Normal College Library, the ideal being that each should have a fully trained librarian in charge.
- (c) That a short course in librarianship be given annually at each Normal College and that all students should take it.

This would include book selection for children.

"As far as (a) is concerned, increased assistance has recently been granted to normal colleges.

"Regarding (b), the Department is not prepared to approve the appointment of a full-time librarian.

"The Department is prepared to accept the recommendations contained in (c) and I am to ask you to be good enough to take steps to introduce such a course forthwith."

In other words, the library is to be established and administered, and the future teacher-librarians are to be trained—by whom? by what? By, one might say, a kindly thought. Ladies and gentlemen, a library consists of four things, the librarian, the readers, the books, and the library room. Each of these factors is equally necessary. None of them can be dispensed with. Running a successful school library is not, as you know, just a matter of dishing out any old books to the children. There must be, even if you are dealing only with a very minor part of the job—books for recreational reading—knowledge of the children's books, and some knowledge of book selection, knowledge of the children—which is one respect in which the teacher is better placed than the librarian in the public library—at least an elementary knowledge of library routine, issue methods, arrangement of books, cataloguing, and classification. It is a painful and wasteful process for each teacher-librarian to find out how to do these things for him- or herself. The enthusiasm and interest of many of them is amazing. One knows of teachers who give up the whole of a hard-earned holiday to the re-arrangement of the school library, but that sort of thing is neither right nor fair. There should be full recognition of the importance of the school library in every school, whether it is a high school or a primary school, and then there would be adequate provision of librarians, and facilities for training them. We hope that the efforts of this Section may do something towards bringing about this recognition.

But meanwhile, we want to make the best of what we already have. That is one of the reasons why this Section has been formed. We want, and hope that it will prove, a means for the interchange of ideas, knowledge, and experience about children's libraries, school libraries, and children's and adolescent's reading in general. There must be a vast body of such experience accumulated, because for years teachers and librarians have been experimenting quietly along their own lines. The growing interest in library work in general has led us to believe that the time is ripe for this knowledge to be pooled and for some definite form of co-operation to be established. The means which this Section proposes to employ to further this end are firstly, to hold meetings at regular intervals, in different centres, at which meetings papers will be read and discussions arranged on various aspects of library work with children. Secondly, we intend to have a small section of *South African libraries*, the official journal of the South African Library Association, devoted to matter dealing with children's and school libraries. We hope to include articles, book-lists, correspondence, and so on. This matter will be re-printed and distributed to all members of the Section.

We have here application forms for membership, and we hope that during the tea

interval you will all enrol as members of the Section. We also want you to look at the exhibits we have arranged.

THE LIBRARY IN THE PRIMARY SCHOOL

by

D. M. TURNER

THE most important object of a primary school library is to encourage and develop a love of reading. Reference books are therefore not as essential as a supply of attractive fiction for recreational reading.

Perhaps the chief function of a school librarian is to help the children in their choice of books. A great deal of routine work can be done by the children themselves aided by monitors. Even the Standard II children can fill in their cards themselves, and after a little training mistakes occur surprisingly seldom.

Patience, a good memory, and real interest are essential qualities in a librarian and I find the best plan is to discuss the stories and pictures in a pile of *Peter Rabbit*, *Josephine*, and *Milly Molly Mandy* books with the littlest children, each of whom will soon find something attractive. I was surprised to discover that generally small children do not like silhouettes. They do not object to black and white drawings but "shadow" pictures are definitely unpopular.

That was a simple discovery but I have yet to find out what influences some of the older children in their choice of books. Josephine has been a problem to me ever since she finished the *William* books. She now haunts me with requests for advice which she consistently and unflatteringly ignores. Most of my recommendations she will not even glance at and even when she deigns to open a book, she inevitably rejects it after flapping over a couple of pages.

The other day I put up pictures of Kipling's *Elephant's child* and *Rikki-tikki-tavi* and lists of animal stories. These were so effectual that my stock of animal stories was soon exhausted!

The child who does not want to read is sometimes a problem and I have one of these to worry about. Eventually I discovered that he preferred to "do something with his hands". We found him a hobby book and yesterday he showed me a toy made from directions in this book.

A reading table with the *Children's newspaper*, *Jongspan* and other periodicals on it is our latest experiment and so far has proved a great success.

Another scheme is a library afternoon when those interested may come along to read or help with cataloguing, covering and labelling, etc. The children also help with mounting and indexing pictures for our picture collection.

THE LIBRARY IN A JUNIOR HIGH SCHOOL

by

Miss M. H. HANNA

Miss M. H. Hanna spoke briefly on the library of the Sir John Adamson Junior High School—how it is run, the place it takes in the school, and the types of books that are read.

The school has a "real library", which forms part of a separate building, consisting of the library proper, a small rest room, and a cloak room. The money (£700) was raised over a period of 12 years, with a grant from the Provincial authorities on a £ for £ basis.

The pupils are at school for only one, two, or three years, and if they have not learned, when they leave school, to enjoy games and reading and other forms of recreation, they may never again have the opportunity or, what is worse, the desire to do so. The teachers want the library and the books in it to be one of the happiest memories of the child's school-days, and for this reason they have tried to make it a place of peace and beauty, with pictures that please and pretty curtains.

The librarian, a full-time teacher, is released from her classes for seven half-hour periods a week. Two classes go to the library in each half-hour period, which is marked on the time-table as a library period. In addition, the children are taken to the library by subject teachers and allowed to browse among the books or taught how to use books of reference.

Books are issued on the card-index system, children filling in their own cards, and mistresses filing the cards. The librarian and English teacher help the children to replace books and find new ones. The books are classified in two sections, fiction and non-fiction, the latter being sub-divided into biography, history, science, and so on. It was felt that much more could be done in a library to stimulate interest and to guide the children's reading, were it not for the time factor.

Success in running a library at a junior high school depends on easy access to the books, so that they can be easily handled, few rules, much sympathy and guidance, and many opportunities for silent reading.

THE LIBRARY IN A HIGH SCHOOL¹

by

Miss S. T. SPEIGHT

THE Board of Education's *Memorandum on libraries in state-aided secondary schools in England, 1928*, speaks of a library as being "no less an indispensable part of every secondary school than a laboratory". High school pupils need to develop the habit of doing independent work, and to learn to use books. There is often reference work in connexion with lessons, and it is useful to be able to do this at once, to send for the books to the classroom, without having to go to the public library. A school library, in providing illustrative and other material for lessons, can be of considerable service to the school staff even in urban areas, but of the very greatest in rural areas.

For pupils it can also provide supplementary and recreative reading. As the reading habit in this country is not yet fixed it must be made easy for pupils to get books. A library on the school premises is specially desirable from this point of view. A certain amount of "bait" must be provided to attract pupils to the library—but once they begin using it regularly their taste improves.

¹ A detailed account of Miss Speight's interesting work is contained in her article: *The Library in a high school*. (In: *S.A.L.* 3: 73-90, Oct. 1935-Jan. 1936.) A few reprints are still obtainable from the Hon. Editor, University of the Witwatersrand Library, at 7d. each.

In the United States of America lavish provision for libraries is made in high schools. A school of two thousand pupils would have at least a full-time librarian and an assistant, both trained, with "student help" too. At that rate a South African high school of five hundred pupils should have at least a half-time librarian. This could be either a teacher devoting the rest of his time to teaching, or a librarian shared with another school. Perhaps some day there will be a librarian on every school staff, instead of the school library's being dependent on the enthusiasm of teachers with already full teaching time-tables.

BOOK SELECTION CORNER

ALL those who are concerned with children's reading know that the utmost care must be taken in the selection of the children's books. The physical make-up of the book is of almost as great importance as the contents, but only the matter is being discussed here. No book should be offered to a child which is not capable of leaving him, after reading it, richer, wiser, and more gay than he was before. Every book set down in the list which follows, and in those which we hope to publish in the future, will be a book which fulfils these and other exacting requirements. We hope that every teacher and every person interested in book-selection for children will be able to rely on the suitability of these lists. We shall make every effort to ensure that they are worthy of such dependence.

Forthcoming lists will include: Books for the Adolescent; Books on Library Work with Children; Engelse Boeke vir Afrikaans-medium Skole. Further suggestions for lists will be very welcome.

SELECTION OF

AFRIKAANS BOOKS FOR ENGLISH-SPEAKING CHILDREN

Compiled by

A. H. SMITH

	s. d.
Aesopus. <i>Fabels.</i> H.A.U.M.	2. 3
Andersen, H. C. <i>Die denneboompie en ander verhale.</i> H.A.U.M.	2. 3
— <i>Sprokies.</i> H.A.U.M.	2. 3
Arabiese Nagstories. <i>Aboe Kir en Aboe Sir e.a. verhale.</i> H.A.U.M.	2. 3
— <i>Verhale uit die Arabiese nagstories.</i> H.A.U.M.	2. 3
Bruwer, S. <i>Stefan in die tuine.</i> Van Schaik.	3. 9
Carinus, A. E. <i>Blomkindertjies.</i> Van Schaik.	2. 6
— <i>Dokter Sprinkaan.</i> Van Schaik.	3. 6
— <i>Die familie Bruin.</i> Van Schaik.	2. 0
— <i>Hansie gaan see-toe.</i> Van Schaik.	3. 0
— <i>Kiepie die weglopertjie.</i> Van Schaik.	2. 6
— <i>Noointjie Môredou.</i> Van Schaik.	2. 0
— <i>Prinsessie in die veld.</i> Van Schaik.	2. 6
— <i>Die sterrekindertjies.</i> Van Schaik.	2. 9
— <i>Teddy.</i> Van Schaik.	2. 6
— <i>Teddy draai stokkies.</i> Van Schaik.	2. 6
— <i>Tien kaalkop kôreltjies.</i> Van Schaik.	2. 9
— <i>Tien langoor hasies.</i> Van Schaik.	2. 6
— <i>Veldmense.</i> Van Schaik.	2. 0
— <i>Die voëltjies kom terug.</i> Van Schaik.	2. 0
— <i>Voertsek.</i> Van Schaik.	2. 0
— <i>Vrolike volkies in die veld.</i> Van Schaik.	2. 0

Cervantes, M. de. Awonture van die swerwerheld Don-Kwiksot. H.A.U.M.	2. 3
Coetzee, Baffie. Hans die Reus, of verborge skatte. De Bussy.	2. 3
Coetzee, J. A. Klein Duimpie en Klein Pinkie. Van Schaik.	3. 6
Collodi, C. Die awonture van Pinokkio. Nasionale Pers.	5. 0
Defoe, D. Robinson Crusoe. H.A.U.M.	1. 6
De Villiers, M. Stories van Lulik, Langoor en Doem-doempie. De Bussy.	3. 0
Du Plessis, Jeanne. Apie en ander verhaaltjies. Nasionale Pers.	3. 9
Goldblatt, Sarah. Wolf en jakhals versies I & II. Nasionale Pers.	elk 0. 7
Grimm, Gebr. Getroue Johannes en ander sprokies. H.A.U.M.	2. 3
— Sprokies. Deel I-VII en IX. Nasionale Pers.	elk 2. 9
Hauff, W. Sprokies. H.A.U.M.	2. 3
Jaarboek van ons kleintjie. Van Schaik.	5. 0
Kritzinger, Esther. Vreugdekind. H.A.U.M.	2. 3
Latsky, Lulu. Koning leeu en sy onderdane. Van Schaik.	3. 0
— Natuurlike rytuie. Nasionale Pers.	2. 3
Leonie. Oupa Bloekomboom en ander stories. Nasionale Pers.	3. 0
Lochner, H. J. Afrikaanse aandstories. Nasionale Pers.	4. 6
Maré, Leon. Profeet bobbejaan. De Bussy.	2. 6
Moerdijk, S. Daardie drietal. Nasionale Pers.	2. 9
— Klaasaak. Van Schaik.	3. 0
— Die Lente-babietjies. Van Schaik.	2. 0
Nienaber, G. S. Die kalfie en ander verhale. Nasionale Pers.	1. 6
Oom Kerneels. My sewe maters en dinkie mens en snytjie brood. Nasionale Pers.	0. 8
Pienaar, J. Een uur in Sprokiesland en ander verhale. Nasionale Pers.	3. 9
— Die eensame dogtertjie. Nasionale Pers.	4. 3
— Gert en Babe. Van Schaik.	4. 0
— Jan en die tweeling met ander stories. Van Schaik.	4. 0
— Lentedaes. Van Schaik.	6. 0
— Die ou kruithuisie en ander verhale. Nasionale Pers.	4. 6
Postma, Rikie. Elsie die Veldkindjie. Van Schaik.	3. 6
Potter, Beatrix. Die verhaal van Bennie Blinkhaar. Van Schaik.	2. 6
— Die verhaal van die Flopsie-familie. Van Schaik.	2. 6
— Verhaal van Mevrou Piekfyn. Van Schaik.	2. 6
— Verhaal van Pieter Konyntjie. Van Schaik.	2. 6
Reinaert die vos. Jakkalsstreeke. H.A.U.M.	2. 3
Rothmann, M. E. Hansie en die bessiekinders. Van Schaik.	2. 9
Scheepers, J. J. Jannie Sprinkaanbeentjies. Afrikaanse Pers.	3. 0
Stowe, H. B. Die hut van outa Tom. H.A.U.M.	2. 3
Swift, J. Gulliver by die reuse. H.A.U.M.	2. 3
— Gulliver in Lilliput. H.A.U.M.	2. 3
Tannie. Kaskenades van klein Duimpie, 1, 2, 3. Van Schaik.	elk 3. 9
Traas, B. Konyen. Van Schaik.	2. 0
Uilspieël. H.A.U.M.	2. 3
Van Rensburg, H. Om die Vuurherd. Nasionale Pers.	3. 3
Wagenaar, F. J. Sonstraaltjies. De Bussy.	1. 6
— Verhaaltjies vir die kleinspan. De Bussy.	1. 6
— Verhale van die bergreus. De Bussy.	1. 6
Wapenaar, J. Krulkop, die wolkkindjie. Van Schaik	3. 6
Welsford, C. M. Otjie en Piet. Van Schaik.	3. 9

OF SPECIAL INTEREST

Everyone interested in children's reading and library work with children should have the following publications :—

South African libraries, School and Children's Library Number, January, 1938. Contains articles on principles and methods, work now being done in South Africa, and book lists. Now available at the reduced price of 2s.

Taylor, L. E. The Library and the child. *South African libraries*, Reprint No. 10. 1s. A thoughtful report of Miss Taylor's observations in England and America. Obtainable from the Hon. Editor, *South African libraries*, University of the Witwatersrand Library, Johannesburg.

LIBRARY NOTES AND NEWS

Pretoria. State Library. From the *Annual Report* :—

Population (European) : 68,441

Membership 8,608 (increase of 487)

Grants. Provision has been made in the Union Estimates for 1940-41 for the annual grant to be increased from £3,000 to £4,000. The special grant of £350 per annum voted for the past three years is being withdrawn.

An appeal to the City Council to increase its annual subsidy to a sum more in keeping with the Library's services to the city and the standing of Pretoria was unsuccessful. The municipal grant is at present £3,000 per annum, a figure far below the cost of the lending department alone.

Buildings. Work on the erection of the bookstack, being the rear portion of the projected new building, is likely to be started in the near future and will probably be completed towards the end of 1940. . . . Plans for the new building were approved in 1934 but so far . . . only one wing has been partially completed, and when the bookstack has been erected there will still remain three-fourths of the new building uncompleted.

Junior Library. The new Children's Library has been opened. The Children's Librarian will be a teacher-librarian to be appointed by the Transvaal Education Department . . . The number of children at present using the library is 1,500 and is likely to increase rapidly.

Engelenberg Collection. The State Library acquired by purchase the fine library of the late Dr. F. V. Engelenberg, of between 3,000 and 4,000 books and pamphlets.

Library of the late Mr. Henry Adler. Some 300 books belonging to Mr. Adler were presented to the Library by his daughter, Mrs. A. Grant-Smith.

Central Library. Total issues 5,393 (increase of 1,116)

Total number of works applied for 5,748

Number supplied from State Library : 4,474

Number supplied by other libraries : 919

Number not traced in Union : 355

There are now 130 public and institutional libraries affiliated with the State Library.

CORRESPONDENCE

*Public Library
Johannesburg*
June 25, 1940

*The Editor,
South African Libraries*

DEAR SIR,

This library has been asked on several occasions what Dewey number is being used for the present war. We decided to adopt the numbers 940.53 and 940.54, which will allow of a split on lines similar to Dewey's 940.3 and 940.4 (1914-18 war) if necessary.

Since making this choice, it has been interesting to see that the A.L.A. Book-list is using the number 940.53 for the present war, splitting it like 940.3. I have as yet not noticed any use of the number 940.54, but if the war develops into a long series of campaigns on various fronts, it might be necessary to use it.

Yours faithfully,
R. F. KENNEDY

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Stellenbosch,
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Report of the postponed Third Triennial General Meeting of the South African Library Association	1
List of Blue Books published during May, 1940	19
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The Library and the Child, by <i>L. E. Taylor</i> (concluded)	21
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